EVOLVING EVALUATIVE CRITERIA FOR ASSESSING
THE WORK OF HEADS OF HIGHER
SECONDARY SCHOOLS

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ACKNOWLEDGMENT

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CHAPTER - 1

THE STUDY

Need for the Study

The success of a school to a great extent depends upon the effective educational leadership of the Headmaster. Everything in the school, the plant, the staff, the curriculum, methods and techniques of teaching, cocurricular activities and human relations bear the impress of the personality of the Head of the institution. The Secondary Education Commission, 1952-53, has stressed the importance of a secondary school headmaster in the following words:

> "On him the working of the school ultimately depends. The reputation of a school and the position that it holds in the society depends in a large measure on the influence that he exercises over his colleagues, the pupils and their parents and the general public"[1]

A person holding such an important position must possess many attributes and traits which make a good headmaster. Numerous qualities of a successful headmaster have been laid down by writers in the field of education. Even though the headmaster possesses these qualities he must be able to continue to grow in them.

Growth comes partly from reading and study but in large part from experience. Valuable experience is gained when one attempts to evaluate his activities so that he may

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1. Report of the Secondary Education Commission, Ministry of Education, Government of India, 1953, p. 163.

discover his strength and weakness and thus be able to
improve. That a headmaster as an educational leader
grows and becomes more effective through evaluation
has been maintained by Boardman and other:

"A growing educational leader is constantly
engaged in evaluating his activities in order
that he may become more effective"[1]

A headmaster can become more effective through
the evaluation of the programme for improvement in
the school and his own qualities and abilities in
educational leadership. Criteria have evolved to
evaluate the school programme and teacher and pupil
growth. But no attempt seems to have been made in this
country to develop criteria for evaluating the work of
a headmaster. Hicks states the necessity for evaluation
of headmaster's work thus:

"It is not enough for him to apply his
energies and wisdom to the appraisal of the
school programme. He must also be sensitive
to the need for evaluating the quality of his
own leadership as one of the important elements
of the existing school programme"[2]

This important aspect of evaluation has been
neglected in our schools. Headmasters seem to have
paid little attention to a systematic evaluation of
their work. There appears to be need for more effective
means of evaluation of this important office.

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1. Boardman C.W. & Others: Democratic Supervision
   in Secondary Schools, Boston, Houghton Mifflin Co.,
   1953, p.596.

2. Hicks, H.J.: Administrative Leadership in the
   Elementary School, New York, The Ronald Press Co.,
   1956, p.427.

Barr and others have suggested:

> "Just as teachers and pupils have
> profited both directly and indirectly from
> the introduction of more accurate methods
> of measurement into the realm of teacher and
> pupils growth, there is every reason to
> believe that supervisors and administrators
> too would profit by the introduction of
> similar means of evaluation into their own
> work as school leaders"[1]

But the role of a headmaster as a leader is a
complex activity and its evaluation is also complex.
However this difficulty should not discourage efforts
to develop better methods for evaluating a headmaster's
work. The present study is an attempt in this direction.

Objectives of the Study

The present study has the following objectives:-

1. To determine the important areas of a headmaster's
work and to explore their relative importance.

2. To study the differences in perception of the
effectiveness of a headmaster's role by five groups —
principals, teachers, parents, inspectors and members
of managing bodies of secondary schools.

3. To evolve criteria for the evaluation of a
headmaster's work and for determining the effectiveness
of his educational leadership.

4. To provide principals criteria for self evaluation
of their work.

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1. Barr, A.S. & others: Supervision Democratic Leadership
in the Improvement of Learning. New York, Appleton-
Century-Crafts, Inc. 1947, p.783.

Definitions of the terms and scope of the Study

The Head of a higher secondary school is not
designated as principal in all the States. He is sometimes
designated as headmaster or head teacher. This is why
the word 'Heads' has been used in the title of the study.
However in the report the terms principal and headmaster
have been used to designate this office.

The word 'Higher Secondary School' in the title
has been used to include all secondary schools - high
schools, intermediate colleges and higher secondary schools.

The teachers selected for the study are teachers of
secondary schools. The parents in this study are the
persons whose wards are studying in secondary schools. The
members of the managing bodies whose cooperation has been
sought are the members of the managing bodies of secondary
schools. The word 'Managers' has also been used to
designate these persons.

The study is based on the opinions of principals,
teachers, parents and members of managing bodies of
secondary schools of Delhi, Kanpur, Lucknow, Jhansi, Agra
and Orai towns of U.P. and twenty-five District Inspectors
of schools of U.P.

The study attempts to evolve criteria for the
evaluation of the professional duties but not the personal
qualities such as honesty, integrity, and emotional

stability, of the secondary school principal. These
criteria should be of value in indicating what a good
principal should do.

The study is not meant to provide a device to be
used for such administrative purposes as supplying a
basis for promotions, demotions, salary increase or dismissals
of principals.

The study does not attempt to test the validity and
reliability of the criteria. It is a pilot study in this
field in this country and hence a humble attempt to point
the way for further research to develop valid, reliable
and objective criteria for evaluation of a headmaster's
work.

CHAPTER - 2

PROCEDURE FOLLOWED

Survey of the Related Literature

This study appears to be the first one in India dealing with criteria for evaluating the work of the headmaster. Some work has been done in this field in other countries. Barr and others[1] have referred to Towners' questionnaire study for the rating of elementary school principals and Ray H. Simpson's Study "Teachers Offer Suggestions to Principals".

Briggs[2] has devised a schedule for the rating of a principal. This schedule is extremely useful because of its details and the insight displayed as to the work of the principal. This self-rating scale contains 174 items in question form classified under five parts; 1. Personal qualities; 2. Personal relations with (a) staff, (b) the pupils and (c) the community; 3. Professional training and cultural development; 4. Supervision; 5. Organisation and administration.

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1. Barr, A.S. & others: Supervision Democratic Leadership in the Improvement of Learning. New York Appleton-Century-Crafts, Inc., p. 793-795.

2. Briggs, T.H.: "A Self-Rating Scale for School Principals" Bulletin of the National Association of Secondary School Principals, 27 (December, 1943) p. 49-64.

White[1] has developed a rating form which may be used for rating of principals by teachers or for self-rating.

Several books deal with the qualities, role and responsibilities of the principal. Jacobson[2] and others have dealt in great detail with this subject.

Yauch[3] has given a detailed programme for the evaluation of the principal. He has divided the activities of the principal into three broad areas: 1. Administrative organization; 2. Supervision; 3. Educational Leadership. A group of statements is given under each heading which relates to the effective behaviour of the principal. Yauch also presented a scheme for the development of criteria for evaluating the work of the principal with the cooperation of the teachers.

Hicks[4] has dealt with the evaluation of the quality of educational leadership of elementary school principals.

1. White, K.B.: "The Improvement of Educational Administration and Supervision" Educational Administration & Supervision 35 (March 1949) p.181-184.

2. Jacobson, P.B.: The Effective School Principal in Elementary and Secondary Schools. Englewood Cliffs, N.J., Prentice-Hall, Inc., 1956.

3. Yauch, W.A.: Improving Human Relations in School Administration. New York, Harper and Bros., 1949, p.242-250.

4. Hicks, H.J.: Administrative Leadership in the Elementary School. New York, The Ronald Press Co., 1956, p.427-438.

These foregoing works and other authors mentioned
at places in this report have been helpful in preparing
the 'Tentative Criteria' of this study.

Preparation of the 'Tentative Criteria'

Three each of principals, teachers, parents, inspectors
and members of managing bodies of secondary schools were
requested to list statements which in their opinion
represented criteria of good work by the principal. Approxi-
mately two hundred statements were collected. These
statements related to different areas of a principal's
work and indicated the duties and responsibilities of a
principal in different fields. The statements which over-
lapped were eliminated and the list was further supplemented
by the information gathered from the related literature
referred to above. By these means a list of one hundred
and fifty statements was prepared. In order to ascertain
the significance of these statements they were further
discussed with ten B.Ed. and M.Ed. students, the members
of the Research Committee on Educational Administration
of the C.I.E. and Dr. John. K. Norton the Chairman of this
Research Committee and supervisor of this study. Ultimately
one hundred and nine statements were retained. These
statements were then classified under six headings.
The headings and the number of statements under each was
as follows:

TABLE - 1

Showing the headings and number of statements under each
in the 'Tentative Criteria'

No.	Heading	No. of statements
I.	Administrative Organization	27
II.	Supervision of 'Teaching Learning' Programme	12
III.	Educational Leadership and Human Relations	20
IV.	Responsibilities towards Pupils	22
V.	Responsibilities towards Community	16
VI.	Responsibilities towards the Managing body of the school and the Department of Education.	12

Heading I and IV were further divided into sub-headings. These sub-headings and the number of statements under each were as follows.

TABLE - 2

Showing sub-headings of 'Administrative Organization' and
the number of statements under each in the 'Tentative Criteria

	Sub-heading	No. of statements
(a)	School Office	5
(b)	Time Table	7
(c)	School-budget	3
(d)	School-supplies	3
(e)	School-plant	6
(f)	School library	3

TABLE - 3

Showing sub-headings of 'Responsibilities towards Pupils'
and the number of statements under each in the 'Tentative
Criteria'

	Sub-heading	No. of statements
(a)	Health Service and Physical Education	4
(b)	Curriculum	5
(c)	Cocurricular-activities	4
(d)	Evaluation and Guidance	6
(e)	Discipline	3

These one hundred and nine statements comprised
part 'A' of the 'Tentative Criteria'. The importance of
these statements as criteria of good work by the principal
was then checked on a 3-point scale (important, less
important, not important) by 125 respondents as described
below. The respondents were also requested to suggest
other statements which they considered criteria of good
work by a principal. For this purpose additional space
was provided under every head and sub-head.

In part 'B' of the Tentative Criteria the six
headings of part A which represent the different areas of
work of a principal were listed and the respondents were
requested to assign them ranks in order of their importance.

They were also requested to suggest other important
areas of work by a principal.

A copy of the 'Tentative Criteria' is appended
in the end of the report.

The respondents and collection of their opinions on
'Tentative Criteria'

The study is based on the opinion of one hundred
and twenty-five respondents. These respondents represent
five groups: principals, teachers, parents, inspectors and
members of the managing bodies of secondary schools.
Opinions of 25 persons from each of these five groups
have been considered. It is believed that these groups
are good judges of the quality of the work of the principal.
The principals have been involved in developing evaluative
criteria because they concern them directly.

The importance of the teachers' judgment of the
work of the principal has been stressed by Yauch in the
following words:

> "Of all the areas of evaluation perhaps
> the one most rich in the rewards of helpful
> information is the teachers' judgment of the
> principal as educational leader"[1]

The same thing has been put by White as:

> "Just as students in the classroom are
> in the best position to know and evaluate the
> effectiveness of their teachers, so teachers
> are in the best position to observe and
> appraise the effectiveness of their administrative
> leaders"[2]

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1. Yauch, W.A.: Improving Human Relations in School
   Administration. New York, Harper & Bros., 1949, p.242.

2. White, K.B.: "The Improvement of Educational Administration
   and Supervision", Educational Administration & Supervision.
   35 (March 1949) p.181.

The principal holds an important place in the
life of the community. He is ultimately responsible
to the community for the growth of the pupils. Therefore
the parents and the members of the managing bodies as
the representatives of the community have been chosen to
voice their opinions in the preparation of the evaluative
criteria for the work of the principals.

The Principal is also responsible for carrying
out the policies and programmes of the Department of
Education. The inspectors as liaison officers between
the Department of Education and the school, know what the
Department of Education expects of a principal. The
inspectors by virtue of being supervisors of the educational
programme can also furnish the criteria of good work of
the principal.

The 'Tentative Criteria' were sent by post to 35
members of each of the above mentioned five groups. From
the group of inspectors the District Inspectors of schools
of U.P. were chosen. The members of other groups were
chosen from Delhi, Kanpur, Agra, Lucknow, Jhansi and Orai.
Six members of each of the four groups were chosen from
Kanpur, Agra, Lucknow, Jhansi and Orai. Five members of
each of these groups were chosen from Delhi.

The interest which the respondents showed in the
study is evinced by the fact that the investigator received
back 25 of the 'Tentative Criteria' from the members of

each group with their opinions duly recorded as per
instructions. The exact number of copies received back
from the members of each group is given below. But some
of these were received late and also to keep the number
equal in each group responses of only 25 members from
each group were tabulated.

TABLE - 4

Showing number of copies of the 'Tentative Criteria'
received back from the different groups of respondents.

Name of the group	No. of copies of Tentative Criteria received back
Principals	27
Teachers	26
Parents	25
Inspectors	30
Members of the managing bodies	26

Tabulation of the responses

        Part 'A' of the 'Tentative Criteria' contained,
as has already been mentioned, one hundred and nine
statements classified in six different categories.
The respondents were requested to record their opinions
about the importance of each statement on a 3-point scale
(important, less important, not important). The frequencies

in the columns of 'important', 'less important' and 'not
important' for each statement were tabulated and the
percentages were calculated. This was done for the responses
of each of the five groups separately as well as for the
responses of all the 125 respondents collectively. This
provided the separate opinions of different groups as well
as the collective opinions of all the groups as to the
importance of the statements as criteria of good work by
a principal.

The responses of various groups of the respondents
separately and of all the groups collectively to each of
the headings as a whole were also calculated.

To illustrate: There were twelve statements under
the heading II 'Supervision of Teaching-learning Programme'.
Total possible responses of each sample group to this
heading are: (No. of the statements) x (No. of the respondents
in each group) i.e. 12 x 25 = 300. Out of these 300 responses
the responses of the principals in the columns of 'important',
'less important' and 'not important' taken together for all
the statements of the heading were 219, 67 and 14 respectively.
In terms of percentages of total possible score they are
73, 22.3 and 4.7 respectively.

In the same way the collective responses of all the
five groups have been calculated. Total possible collective
responses of all the five groups of respondents for this
particular heading are: (No. of statements) x (No. of respondents)
i.e. 12 x 125 = 1500.

The responses in terms of percentages to all the headings were calculated. These have been shown in Table No. 21 of this report. These calculations provided a basis for deciding the relative importance of the different areas of the work of the principal in the opinion of the respondents. The responses to each of the various sections could be compared since they were expressed in terms of percentages.

The conclusions reached by this procedure were compared with the conclusions of the study of the responses to part 'B' of the 'Tentative Criteria' which was purposely given to decide the relative importance of different areas of the work of a principal.

In part 'B' of the 'Tentative Criteria' the six areas of the work of a principal were listed and the respondents were requested to assign them ranks in order of their importance they would like to give them.

The respondents arranged them according to their rank order. The ranks obtained by different areas were then counted separately.

The ranks I to VI were assigned the numerical values of 6, 5, 4, 3, 2 and 1 respectively. The frequencies of different ranks obtained by an area were multiplied by their respective numerical values and total score for each area was calculated. On the basis of these scores the ranks of the different areas of work assigned by each of the five sample groups were obtained.

A few respondents suggested some other statements
which they considered criteria of good work by a principal.
These statements have been dealt separately in part 'C'
of   Chapter 3 of this report. The respondents were
also requested to suggest some other areas of the work of
a principal. But no other area of work was, however,
suggested.

CHAPTER - 3

ANALYSIS AND INTERPRETATION OF THE RESPONSES
TO THE 'TENTATIVE CRITERIA'

The responses received from the respondents have been analysed under three parts — 'A', 'B' and 'C'.

Part 'A' deals with the analysis and interpretation of the responses received about the importance of various statements as criteria of good work of the principal. For the sake of convenience this has been done under six headings corresponding to the six sections of the 'Tentative Criteria'. The headings No. I and IV have again been subdivided into 6 and 5 sub-headings respectively corresponding to the sub-sections of the sections No. I and IV of the 'Tentative Criteria'.

The various statements have not been reproduced in this chapter, only the serial numbers of the statements as appearing in the 'Tentative Criteria' have been mentioned. For the statements the 'Tentative Criteria' a copy of which is appended in the end of this report may be referred to.

Part 'B' of this chapter deals with the relative importance of different areas of work of a principal. As has been mentioned earlier in the part 'B' of the 'Tentative Criteria' the respondents were requested to rank the various areas of a principal's work in order of their importance. The ranks thus obtained by different areas of the principal's work have also been compared with the ranks of these areas computed from the responses about the importance of the statements. How these ranks were computed

from the responses about the importance of the statements
has been shown on page 14 of this report.

Part 'C' deals with the suggestions given by the
respondents.

PART 'A'

Statements under different Headings of the 'Tentative Criteria'

I.   Administrative Organization

There were twenty-seven statements under this section.
These twenty-seven statements were grouped under six
different sub-sections. The statements under this section
reveal the administrative skill which a successful principal
should possess. These statements are discussed below under
different sub-sections in which they have been grouped.

(a)   School-office

There are five statements which describe the duties
of the principal regarding the school office. The following
table shows the responses of different groups classifying
each statement as 'important', 'less important' and 'not
important'.

TABLE - 5

Showing classification of statements regarding 'school-office' under the heading 'Administrative Organization' as 'Important', 'Less Important' and 'Not Important'

Statement No.	Scale	Responses of various groups in terms of percentages					Total Response of all the grou in terms of per-centages
		Princi-pals	Tea-chers	Parents	Ins-pectors	Managers	
1	2	3	4	5	6	7	8
1	Important	80	56	76	60	76	69.6
	Less Important	16	40	16	32	24	25.6
	Not Important	4	4	8	8	-	4.8
2	Important	100	96	96	100	96	97.6
	Less Important	-	4	-	-	4	1.6
	Not Important	-	-	4	-	-	.8
3	Important	96	88	92	96	100	94.4
	Less Important	4	8	4	4	-	4.0
	Not Important	-	4	4	-	-	1.6
4	Important	24	28	36	8	44	28.0
	Less Important	52	36	36	52	24	40.0
	Not Important	24	36	28	40	32	32.0
5	Important	44	64	28	32	36	40.8
	Less Important	20	24	36	20	20	24.0
	Not Important	36	12	36	48	44	35.2

It is clear from the table that about statements No. 1, 2 and 3 the opinion of all the five groups is fairly consistent. Highest percentage of respondents have marked statements No. 2 and 3 as the important criteria of good

SUMMARY OF THE STUDY

"Evolving Evaluative Criteria for Assessing the Work of Heads of Higher Secondary Schools".

Name . . . B.K. Khare

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Session 1960-61

Central Institute of Education

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Need for the Study

Criteria have been developed to evaluate the school programme and teacher and pupil growth. But no attempt seems to have been made in this country to develop criteria for evaluating the work of a headmaster. For improvement and growth, evaluation is necessary. It is through evaluation that a headmaster can also discover his strength and weakness and thus be able to improve. There is need for evaluating the quality of a headmaster's leadership as one of the important elements of the existing school programme and there is need for evolving effective means of evaluation of this important office. The present study is an attempt in this direction. It has the following objectives:

1. To determine the important areas of a headmaster's work.

2. To study the differences in perception of the effectiveness of a headmaster's role by five groups - principals, teachers, parents, inspectors and members of the managing-bodies of secondary schools.

3. To evolve criteria for the evaluation of a headmaster' work and for determining the effectiveness of his educational leadership.

Procedure Adopted

The study is based on the opinions of the principals, the teachers and the members of the managing-bodies of higher secondary schools, the parents whose wards are studying in higher secondary schools, and the District Inspectors of schools.

First of all a list of the Tentative Criteria of good
work of a principal was prepared. It was based on the
information gathered from the related literature and the
statements regarding the good work of a principal collected
from 3 each of the principals, teachers, parents, members of
the managing-bodies and the inspectors. In   part 'A'
of the 'Tentative Criteria' the statements were grouped
under six different headings representing six broad areas
of a principal's work. In part 'B' these six areas were
separately listed.

The copies of the 'Tentative Criteria' were then sent
to 35 members of each of the five above mentioned groups of
respondents. They were requested to check the statements as
the criteria of good work of a principal on a 3-point scale
('important', 'less important' and 'not important'). In
part 'B' of the 'Tentative Criteria' the respondents were
requested to rank the different areas of a principal's work
in order of their importance. The respondents were also
requested to add to the list some other statements which
they thought could be the criteria of good work of a
principal.

Analysis and Interpretation

The opinions of the 125 respondents, 25 members from
each of the five groups, on the 'Tentative Criteria' have
been analysed and interpreted in three parts — A, B, and C.

In part 'A' the percentages of responses marking each statement as 'important', 'less important' and 'not important' have been calculated.

In interpreting the responses to different statements three things have been kept in view; 1. whether the statement has been marked important by a high percentage of respondent; 2. whether it has been marked important by a low percentage of respondents; 3. whether the opinions of different groups are consistent.

For determining the percentage of responses as high or low the following criteria were laid down:

1) 70% and above very high

2) 50% and above high

3) Below 50% low.

The ranks of various areas of a principal's work have been calculated from the responses to part 'B' of the 'Tentative Criteria'. The ranks of these different areas were also calculated from the responses to each of the headings as a whole under part 'A' of the 'Tentative Criteria' The ranks obtained by the different areas of a principal's work by both the methods were compared.

The further additions of statements by the respondents to the 'Tentative Criteria' have been discussed in part 'C' of the analysis and interpretation.

Conclusions and Suggestions

On the basis of the study the criteria have been evolved. These would be of value in indicating what a

good principal should do. These criteria have been grouped under six different parts indicating six broad areas of a principal's work. For illustration the criteria under part 'C' are reproduced below:

(C)   To be an effective educational leader and to create conditions for wholesome human relationships in the school, the principal should:

1)   be ever ready to consider new ideas on education from others and should be willing to try out those which seem to be useful.

2)   try to apply such new methods as are suitable to Indian conditions.

3)   encourage teachers to experiment with new procedures and techniques of education.

4)   keep in touch with the latest developments in the field of education.

5)   be democratic in his relations with the teachers.

6)   lead the teachers by example.

7)   not favour any of the teachers unduly.

8)   show by his actions that he has confidence in his teachers.

9)   give proper recognition to the good work done by the teachers.

10)   show in his dealings a real respect for the opinion of others and have a due regard for the feelings of others.

11)   try his best to minimize all conflicts in the life of the school.

12)   be ready to share with his co-workers the responsibility for any deficiency or weakness in the school programme.

13)   provide all possible assistance to new teachers.

14)   encourage and provide opportunities for the in-service education of teachers.

Apart from the formulation of criteria for evaluating the work of the principal the investigator has arrived at further conclusions regarding the general improvement of the educational programme. These are are given below:

1. Principals should be given a sufficient number of clerks to keep accounts of finances and school supplies.

2. Teachers should be given a minimum work of clerical nature.

3. Students and teachers should be allowed to participate in the preparation of budget for extra-curricular activities.

4. The person in-charge of the school library should be well acquainted with the class-room programme.

5. Principals and teachers of secondary schools should be orientated to action research techniques.

6. Medical check up of the pupils and physical education programme should receive special attention.

7. Schools should take initiative in getting the parents interested in education.

8. Principals should not be expected to raise funds.

9. Schools should be kept free from the influences of any sort of pressure groups.

10. Principals and teachers should be above religious prejudices and partisan politics.

11. Principals should attach importance to the inculcation of ethical and moral standards in the pupils.

Suggestions for further research

1. The same study should be made with the cooperation of a large number of respondents and the students and the teachers in the training colleges should also be involved.

work of the principal. The high percentage of response
in favour of statement No.2, however, shows that people
in our society lay much importance on the maintenance
of records by the principal. Perhaps, it is quite in
keeping with this attitude that most of the time of our
principals is spent in keeping files and records and they
find less time to spend over other areas of the educational
programme. It would be a worthwhile study to find out
the average time spent by the principals in our country
in different activities.

Statements No. 4 and 5 did not find much favour
though modern educational administrative trends suggest
that keeping the teachers free from clerical work would
add to their efficiency in teaching-learning programme
and the principal can as such make it a point to entrust
to the teachers the minimum possible clerical work. Only
8% of the inspectors marked statement No.4 as important
and 52% of them marked it as less important and 40%
marked it as not important. Responses of other groups
are also low in its favour. This may be because of the
fact that the Departmental rules require the teachers to
maintain fee-registers to collect fees etc., and also
perhaps of the fact that we are so accustomed to teachers
doing these jobs.

About statement No.5 there is great divergence
of opinion among the respondents. While others have not
stressed its importance, as many as 64% of the teachers,

however, have marked it as important. It is natural
that teachers should demand every possible facility
from the school office.

(b) Time-table

Under 'Time-table' there are seven statements. The
following table shows that all the statements have been
marked important by a fairly high percentage of persons in
different groups and their opinions are fairly consistent
on each statement.

TABLE - 6

Showing classification of statements regarding 'Time-table'
under the heading 'Administrative Organization' as
'Important', 'Less Important' and 'Not Important'

Scale	Responses of Various groups in terms of percentages					Total responses of all the groups in terms of percentage
	'Princi-pals	Tea-chers	'Parents	Ins-pectors	Managers	
2	3	4	5	6	7	8
Important	100	92	92	92	96	94.4
Less Important	-	8	4	8	4	4.8
Not Important	-	-	4	-	-	.8
Important	56	60	60	52	68	59.2
Less Important	36	32	36	36	20	32.0
Not Important	8	8	4	12	12	8.8
Important	96	92	80	80	96	88.8
Less Important	4	4	20	20	4	10.4
Not Important	-	4	-	-	-	.8
Important	76	68	60	48	80	66.4
Less Important	20	24	32	36	12	24.8
Not Important	4	8	8	16	8	8.8

TABLE - 6   (continued)

1	2	3	4	5	6	7	8
	Important	72	68	68	56	60	64.8
5	Less Important	24	28	28	32	28	28.0
	Not Important	4	4	4	12	12	7.2
	Important	64	80	68	76	68	71.2
6	Less Important	28	16	28	20	32	24.8
	Not Important	8	4	4	4	-	4.0
	Important	60	52	64	56	72	60.8
7	Less Important	40	28	32	36	28	32.8
	Not Important	-	20	4	8	-	6.4

The statements show the importance of equalizing
the working load of teachers, making a time-table suitable
to local conditions, participation of teachers in its
preparation, delegation of responsibilities to teachers,
and of its being operative on the first day of the school.
How far a principal can observe these principles in framing
the time-table, however, depends on several factors, some
of which sometimes may be beyond his control.

(c)   School Budget

There were three statements in this sub-section.
The statements do not lay importance on securing finances
for the school but on planning the budget in advance with
what-ever finances are available, teacher and pupil parti-
cipation in the preparation of those parts of budget which
concern cocurricular activities and the provision for all
regular and anticipated need. The following table shows
the responses of the groups to these statements.

TABLE - 7

Showing classification of statements regarding 'school
budget' under the heading 'Administrative Organization'
as 'Important', 'Less Important' and 'Not Important'

State-ment No.	Scale	Responses of various groups in terms of percentages					Total responses of all th groups in terms of percentag
		Princi-pals	Tea-chers	Parents	Ins-pectors	Mana-gers	
1	2	3	4	5	6	7	8
1	Important	80	96	92	76	92	87.2
	Less Important	12	4	8	12	8	8.8
	Not Important	8	-	-	12	-	4.0
2	Important	32	56	28	56	40	42.4
	Less Important	48	32	52	16	44	38.4
	Not Important	20	12	20	28	16	19.2
3	Important	72	76	60	68	88	72.8
	Less Important	16	16	32	16	8	17.6
	Not Important	12	8	8	16	4	9.6

It is interesting to note that while statements
No. 1 and 3 have been given quite high importance, state-
ment No. 2 has been marked important by a very low
percentage in each group. The principals and parents
have given it least importance. It shows that the principals
want to maintain their absolute authority on the use of
funds while parents do not seem to show any interest in
such participation of their wards in the preparation of
some parts of the school budget. This situation surely
needs re-evaluation and the attention of principals should
be drawn towards it.

Briggs has mentioned that one of the uses of self-evaluation by the principals of their work is:

"To bring to one's attention qualities and duties that he may have over looked in practice"[1]

The principals as such should be more democratic and should realize the importance of teacher and pupil participation in the preparation of the parts of school budget which concern co-curricular activities.

(d)   School supplies

Three statements in this sub-section show the careful attention a successful principal should pay to the job of managing school supplies.   The main emphasis is on the insistence on good quality of the materials purchased for use in the school.   The following table shows the high percentage of responses indicating the importance of statement No.3 which requires insistence on good quality of materials.

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1.   Briggs, T.H.:   "A Self Rating Scale for School Principals Bulletin of the National Association of Secondary School Principals.   27 (December 1943) p.51.

TABLE - 8

Showing classification of statements regarding 'school supplies' under the heading 'Administrative Organization' as 'Important', 'Less Important' and 'Not Important'.

State-ment No.	Scale	Responses of various groups in terms of percentages					Total responses of all the groups in terms of percentages
		Princi-pals	Teachers	Parents	Ins-pectors	Mana-gers	
1	2	3	4	5	6	7	8
1.	Important	72	84	64	76	72	73.6
	Less Important	16	12	36	20	20	22.8
	Not Important	12	4	-	4	8	5.6
2.	Important	64	64	40	84	60	62.4
	Less Important	32	24	52	16	28	30.4
	Not Important	4	12	8	-	12	7.2
3.	Important	88	96	80	92	96	90.4
	Less Important	12	4	20	4	4	8.8
	Not Important	-	-	-	4	-	.8

As management of school supplies is one of the duties of the principals he needs to be evaluated for his efficiency in this regard.

(e) School plant

It is one of the foremost duties of the principal to provide congenial and attractive work conditions both for the pupils and the staff. It is true that in many schools principals cannot provide good buildings and good furniture. Much of it depends upon factors beyond his control. But the statements selected for this part do not mean that an effective

principal should provide a good building. The point
emphasized is that whatever the school already possesses
should be kept in good condition and proper order.
Decoration of the campus, cleanliness of the building,
good condition of the furniture, toilet and lavatory
arrangements will definitely reflect a principal's effective-
ness. The following table will show that all the statements
have been marked important by high percentage of persons
of each group and all groups have fairly consistent opinions
regarding the importance of these statements as criteria
of good work. However, the checking of general cleanliness,
the supply of drinking water under sanitary conditions,
and the upkeep of the furniture and building have been
marked as highly important.

TABLE - 9

Showing classification of statements regarding 'school plant'
under the heading 'Administrative Organization' as 'Important'
'Less Important' and 'Not Important'.

Scale	Responses of various groups in terms of percentages					Total responses of all the groups in terms of percentages
	Princi-pals	Teachers	Parents	Ins-pectors	Mana-gers	
2	3	4	5	6	7	8
Important	88	92	92	88	92	90.4
Less Important	12	4	8	8	8	8.0
Not Important	-	4	-	4	-	1.6
Important	92	80	76	80	88	83.2
Less Important	8	16	24	16	12	15.2
Not Important	-	4	-	4	-	1.6

TABLE - 9   (continued)

2	3	4	5	6	7	8
Important	84	80	68	76	72	76.0
Less Important	16	20	28	12	28	20.8
Not Important	-	-	4	12	-	3.2
Important	96	72	92	96	92	89.6
Less Important	4	28	8	4	8	10.4
Not Important	-	-	-	-	-	-
Important	76	76	80	88	80	80.0
Less Important	20	20	20	12	20	18.4
Not Important	4	4	-	-	-	1.6
Important	76	64	56	84	64	68.8
Less Important	20	20	36	12	36	24.8
Not Important	4	16	8	4	-	6.4

(f)   School Library

A good school library, functioning properly and
effectively, is a 'must' for every school. Effective
administration of the library is very important. Without
it even a well stocked library will serve little purpose.
The statements in this sub-section show a principal's
responsibility to pay proper attention to making a library
a functional part of the school, making instructions on using
library available to students and acquainting the librarian
with class-room programme. The following table will show the
responses of different groups to the statements of this sub-
section.

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TABLE - 10

Showing classification of statements regarding 'school library' under the heading 'Administrative Organization' as 'Important', 'Less Important' and 'Not Important'

State-ment No.	Scale	Responses of various groups in terms of percentages					Total responses of all the groups in terms of percentage
		Princi-pals	Teachers	Parents	Ins-pectors	Mana-gers	
1	2	3	4	5	6	7	8
1.	Important	96	100	88	92	100	95.2
	Less Important	4	-	8	8	-	4.0
	Not Important	-	-	4	-	-	.8
2.	Important	68	72	40	68	84	66.4
	Less Important	32	24	56	16	16	28.8
	Not Important	-	4	4	16	-	4.8
3.	Important	88	72	68	76	68	74.4
	Less Important	8	20	32	24	28	22.4
	Not Important	4	8	-	-	4	3.2

It is interesting to note that the statement No. 2 has been marked important by only 40% of the parents. This may be because the parents either think that it is not principal's work or it is not important that the person incharge of the library should be acquainted with class-room programme. It will be useful to make the parents understand that the library has to supplement the class work and as such the person incharge should be well acquainted with it.

II.   Supervision of 'Teaching-learning' Programme

There were twelve statements under this section.
These statements were based on the changed concept of
supervisory functions of the principal. Previously,
supervision consisted largely of inspection of the teacher's
work through class visits to see if there was perfect
discipline in the class-room and to see if the teachers
were following the proper methods of teaching or properly
doing the work allotted to them. This was done more or
less in an autocratic manner and the attitude of the head-
master was that of a critic or fault-finder.

The statements included here depict the quality
which a good supervisory programme of a principal should
have. Barr and others have given four characteristics of
a good supervision:

> "1.   Modern supervision directs attention toward
>   the fundamentals of education and orients
>   learning and its improvement within the
>   general aim of education.
>
> 2.   The aim of supervision is the improvement
>   of the total teaching-learning process,
>   the total setting for learning rather than
>   the narrow aim of improving teachers in
>   service.
>
> 3.   The focus is on a situation, not on a
>   person or group of persons. All persons
>   are co-workers aiming at the improvement
>   of a situation. One group is not superior
>   to another, operating to 'improve' the
>   inferior group.
>
> 4.   The teacher is removed from his embarrassing
>   position as the focus of attention and the
>   weak link in the educational process. He
>   assumes his rightful position as a cooperating
>   member of a total group concerned with the
>   improvement of learning"[1].

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1.   Barr, A.S. and others: Op. cit., p.13.

The following table shows the reactions of different groups to the statements:

TABLE - 11

Showing classification of statements regarding "Supervision of 'Teaching-learning' Programme" as 'Important', 'Less Important' and 'Not Important'

Scale	Responses of various groups in terms of percentages					Total responses of all the groups in terms of percentages
	Princi-pals	Teachers	Parents	Ins-pectors	Managers	
2	3	4	5	6	7	8
Important	88	84	88	84	92	87.2
Less Important	12	16	12	16	8	12.8
Not Important	-	-	-	-	-	-
Important	52	48	24	56	52	46.4
Less Important	44	40	60	32	36	42.4
Not Important	4	12	16	12	12	11.2
Important	84	72	80	68	84	77.6
Less Important	12	20	16	20	12	16.0
Not Important	4	8	4	12	4	6.4
Important	80	92	84	88	64	81.6
Less Important	16	8	12	8	28	14.4
Not Important	4	-	4	4	8	4.0
Important	84	80	56	88	92	80.0
Less Important	16	20	44	8	8	19.2
Not Important	-	-	-	4	-	.8
Important	92	84	64	72	72	76.8
Less Important	8	12	36	28	20	20.8
Not Important	-	4	-	-	8	2.4
Important	52	48	52	48	64	42.8
Less Important	36	44	44	32	28	36.8
Not Important	12	8	4	20	8	10.4

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2	3	4	5	6	7	8
Important	72	64	72	72	92	74.4
Less Important	16	36	16	28	8	20.8
Not Important	12	-	12	-	-	4.8
Important	80	76	84	80	84	80.8
Less Important	20	20	12	16	12	16.0
Not Important	-	4	4	4	4	3.2
Important	68	80	76	60	88	74.4
Less Important	24	16	20	24	12	19.2
Not Important	8	4	4	16	-	6.4
Important	60	76	76	52	84	69.6
Less Important	36	20	20	36	16	25.6
Not Important	4	4	4	12	-	4.8
Important	64	60	36	52	64	55.2
Less Important	28	32	56	20	28	32.8
Not Important	8	8	8	28	8	12.0

It is encouraging to note that the first eleven statements
have been marked important by a high percentage of persons in
each group. But it only shows what the respondents expect of
a principal as an effective supervisor of teaching-learning
programme. It does not throw any light on the actual practice
in our schools. It would make a worthwhile study to investigate
how far the principles involved in the ideal programme of
supervision are being followed by the principals of our schools.

About statement No. 12 the parents diverge greatly
from the opinion of other groups. While 64% of the principals,
60% of teachers, 52% of inspectors and 64% of managers have
marked it important only 36% of the parents have considered

it so. The statement reads, "Class-room supervision should lead to research on problems in the school"* It is interesting to note that 76% of these parents have marked statement No. 11 as important. This statement reads, "He should see that findings of research studies on 'Instruction and learning' are made available to teachers". It shows that parents do have faith in the findings of research studies on 'Instruction and learning' but there is great need for Action Research and such research should also be brought to their notice. Dr. Corey, has stressed the importance of Action Research in these words:

> "Headmasters as well as teachers have to engage in action research and experimentation if they want to improve their practices and plan their work thoughtfully"[1]

III. Educational Leadership and Human Relations

The twenty statements under this section were formulated to serve as guiding criteria for judging a principal's quality of educational leadership and his efficiency in human relations. The statements stress the importance of such qualities of the principal as democratic leadership, progressive outlook, leading by example, fair treatment to all, sociability, respect for the views of

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* See the 'Tentative Criteria' — Appendix 'A', p.4

1. Dr. Corey, S.M.: "Action Research and Experimentation in the Schools". Report of the Autumn Break Workshop on Educational Administration and Supervision, Department of Extension Service, C.I.E., Delhi, 1960, p.18.

others, faith in cooperative effort, and a helping attitude.
In fact, all these qualities are implied in democratic
leadership. The qualities of democratic leadership have
been enumerated by Prof. Roy in the following words:

"On the other hand if the principal is
democratic he can promote good relationships among
the members of the group. Such a principal will
provide facilities for individuals to think and
work together. He will help them to realise that
individuals differ in tastes, temperament and
talents. He can create conditions where wholesome
relation-ships will develop"[1]

The table given below shows the reactions of the
different groups to these statements:

TABLE - 12

Showing classification of statements regarding "Educational
Leadership and Human Relations" as 'Important', 'Less
Important' and 'Not Important'.

State- ment No.	Scale	Responses of various groups in terms of percentages					Total responses of all the groups in terms of percentages
		Princi- pals	Teachers	Parents	Ins- pectors	Mana- gers	
1	2	3	4	5	6	7	8
1.	Important	88	84	80	84	88	84.8
	Less Important	12	16	20	16	12	15.2
	Not Important	-	-	-	-	-	-
2.	Important	96	76	60	88	96	83.2
	Less Important	4	24	36	12	-	15.2
	Not Important	-	-	4	-	4	1.6

1. Prof. Roy, P.K.: "Human Relationships in the School"
Report of the Autumn Break Workshop on Educational Administration
and Supervision. Department of Extension Service, C.I.E., Delhi,
1960, p.14.

TABLE - 12   (continued)

1	2	3	4	5	6	7	8
3.	Important	80	84	80	76	92	82.4
	Less Important	16	12	16	20	8	14.4
	Not Important	4	4	4	4	-	3.2
4.	Important	88	80	72	60	76	75.2
	Less Important	12	16	24	36	24	22.4
	Not Important	-	4	4	4	-	2.4
5.	Important	96	88	100	88	96	93.6
	Less Important	4	12	-	12	4	6.4
	Not Important	-	-	-	-	-	-
6.	Important	84	84	84	80	92	84.8
	Less Important	16	16	16	16	8	14.4
	Not Important	-	-	-	4	-	.8
7.	Important	96	84	84	100	92	91.2
	Less Important	4	12	16	-	8	8.0
	Not Important	-	4	-	-	-	.8
8.	Important	92	80	84	96	92	88.8
	Less Important	4	16	16	4	8	9.6
	Not Important	4	4	-	-	-	1.6
9.	Important	96	92	92	96	96	94.4
	Less Important	4	8	8	4	4	5.6
	Not Important	-	-	-	-	-	-
10.	Important	100	92	84	100	96	94.4
	Less Important	-	8	12	-	4	4.8
	Not Important	-	-	4	-	-	.8
11.	Important	72	64	60	56	72	64.8
	Less Important	28	36	40	32	20	31.2
	Not Important	-	-	-	12	8	4.0
12.	Important	88	88	92	76	88	86.4
	Less Important	12	12	4	20	12	10.5
	Not Important	-	-	4	4	-	1.6
13.	Important	88	92	88	72	88	85.6
	Less Important	8	8	12	20	8	11.2
	Not Important	4	-	-	8	4	3.2

TABLE - 12   (continued)

2	3	4	5	6	7	8
Important	84	84	76	80	96	84.0
Less Important	16	16	20	16	4	14.4
Not Important	-	-	4	4	-	1.6
Important	88	84	88	96	92	89.6
Less Important	12	16	12	4	8	10.4
Not Important	-	-	-	-	-	-
Important	96	84	84	96	92	90.4
Less Important	4	16	8	4	4	7.2
Not Important	-	-	8	-	4	2.4
Important	84	88	76	88	88	84.8
Less Important	12	12	16	8	12	12.0
Not Important	4	-	8	4	-	3.2
Important	84	76	60	80	84	76.8
Less Important	12	24	36	12	16	20.0
Not Important	4	-	4	8	-	3.2
Important	84	72	76	76	88	79.2
Less Important	12	28	24	24	8	19.2
Not Important	4	-	-	-	4	1.6
Important	72	76	64	60	76	69.6
Less Important	28	24	32	20	16	24.0
Not Important	-	-	4	20	8	6.4

Statements No. 5, 7, 9, 10 and 16 have been marked
important by a very high percentage of persons in each group.
The statement No. 5 indicates that the principal should keep
in touch with the latest developments in the field of education.
The statements No. 7 and 9 involve the principle of 'leading
by example'.

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The statement No. 10 emphasizes the importance
of encouragement and statement No. 16 stresses the
responsibility of the principal for minimizing the
causes of conflict in the school-life.

Other statements have also been marked important
by quite a high percentage of respondents. This shows
the importance of the statements under this section
as guiding criteria for the evaluation of a principal's
work as well as the importance of the whole area. The
relative importance of the whole area will be discussed
in part 'B' of this chapter.

IV.   Responsibilities towards Pupils

This section deals with those activities of a
principal which directly effect the pupils. Some of
these activities, no doubt, can be delegated to other
members of the staff. The ultimate responsibility,
however, lies with the principal to see that each individual
pupil develops a wholesome personality. As such his
evaluation on this area of his responsibilities is
important.

The statements under this section have been grouped
into five sub-sections and will be discussed under these
sub-sections.

(a)   Health Service and Physical Education

There were four statements under this sub-heading
and the following table shows the reactions of the
respondents towards their importance.

TABLE - 13

Showing classification of statements regarding 'health
services & physical education' under the heading
"Responsibilities towards Pupils" as 'Important', 'Less
Important' and 'Not Important'

State-ment No.	Scale	Responses of various groups in terms of percentages					Total responses of all the groups in terms of percentage
		Princi-pals	Teachers	Parents	Ins-pectors	Mana-gers	
1	2	3	4	5	6	7	8
1.	Important	80	96	92	80	88	87.2
	Less Important	16	-	8	20	12	11.2
	Not Important	4	4	-	-	-	1.6
2.	Important	80	64	60	68	72	68.8
	Less Important	16	28	40	32	24	28.0
	Not Important	4	8	-	-	4	3.2
3.	Important	88	84	76	84	92	84.8
	Less Important	12	16	24	16	8	15.2
	Not Important	-	-	-	-	-	-
4.	Important	96	84	84	92	88	88.8
	Less Important	-	16	8	8	12	8.8
	Not Important	4	-	8	-	-	2.4

It is clear from the above table that all the
statements are rated as important. It shows the importance
of thorough medical check up of the pupils, and of the
programme of physical education in the school. However, it
needs investigation how far the principals in our schools
pay attention to these activities. It is the personal

experience of the writer that in many schools the medical
check up of pupils and the physical education programme
is only a formality. There is need to pay special
attention to these activities and only a principal can
make these effective by taking special care of these.

It should be noted that statement No. 4 has been
very highly favoured. This draws our attention to the
need of making the games, sports and physical education
a means of physical development of all pupils in the
school and not only of producing winning teams.

(b)   Curriculum

The terms 'curriculum' and 'course of study' are
still confused by many persons. The curriculum means
the experiences which the pupils have under the guidance
of the school. A principal can organize the whole school
programme in such a way that it provides desired experiences
to the pupils.

There were five statements under this sub-section.
These statements stress the responsibility of the principal
to develop a curriculum which provides the experiences both
for physical as well as mental health of the pupils, which
would inculcate moral and ethical standards, and will
promote creative expression. The following table shows
the various responses to these statements.

TABLE - 14

Showing classification of statements regarding 'curriculum' under the heading "Responsibilities towards Pupils" as 'Important', 'Less Important' and 'Not Important'

State-ment No.	Scale	Responses of various groups in terms of percentages					Total responses of all the groups in terms of percentage
		Princi-pals	Teachers	Parents	Ins-pectors	Mana-gers	
1	2	3	4	5	6	7	8
1.	Important	76	72	80	72	88	77.6
	Less Important	24	20	16	16	12	17.6
	Not Important	-	8	4	12	-	4.8
2.	Important	100	76	80	76	88	84.0
	Less Important	-	20	16	24	12	14.4
	Not Important	-	4	4	-	-	1.6
3.	Important	88	72	68	80	84	78.4
	Less Important	12	28	32	12	16	20.0
	Not Important	-	-	-	8	-	1.6
4.	Important	84	72	68	64	76	72.8
	Less Important	12	28	32	28	24	24.8
	Not Important	4	-	-	8	-	2.4
5.	Important	56	52	68	60	52	57.6
	Less Important	44	36	32	20	36	33.6
	Not Important	-	12	-	20	12	8.8

It can be seen from the table that inculcation of moral and ethical standards has been highly rated. The statement No. 5 showing the responsibility of including vocational subjects suited to the needs of the community

has not received as high favour as other statements.
This is, perhaps, due to the fact that the principals
sometimes find themselves helpless to include such subjects
in the curriculum on account of so many other factors
such as lack of finances, lack of instructional material
in these subjects and even sometimes unavailability of
qualified teachers for them. So, if the community wants the
principal to fulfil this responsibility, it should cooperate
in removing the difficulties in his way.

(c) Co-curricular activities

There were four statements under this sub-section.
These statements laid stress on the responsibility of
the principal to provide for a varied programme of co-
curricular activities, to prepare this programme with the
cooperation of the teachers and the pupils and to see that
all pupils are encouraged to participate in them. The table
given below will show the importance attached by the
respondents to the statements as criteria of good work of
the principal.

TABLE - 15

Showing classification of statements regarding 'co-curricular
activities' under the heading "Responsibilities towards Pupils"
as 'Important', 'Less Important' and 'Not Important'.

Scale	Responses of various groups in terms of percentages					Total responses of all the groups in terms of percentages
	Princi-pals	Teachers	Parents	Ins-pectors	Mana-gers	
2	3	4	5	6	7	8
Important	88	84	80	76	84	82.4
Less Important	12	12	20	20	12	15.2
Not Important	-	4	-	4	4	2.4
Important	80	68	60	68	84	72.0
Less Important	20	28	28	32	16	24.8
Not Important	-	4	12	-	-	3.2
Important	68	60	44	80	68	64.0
Less Important	16	28	40	8	28	24.0
Not Important	16	12	16	12	4	12.0
Important	92	92	64	68	88	80.8
Less Important	8	4	32	24	8	15.2
Not Important	-	4	4	8	4	4.0

A glance at the table makes it clear that all the
statements are marked important by a high percentage of
respondents. The responsibility of providing a varied programme
of co-curricular activities and of encouraging all pupils to
participate indicated by the statements No. 1 and 4 respectively
has been highly favoured.

We attach great importance to co-curricular activities. But how far do we provide them in an effective programme is a worthwhile thing to investigate.

(d) Evaluation and Guidance

Evaluation of pupil-progress is one of the most difficult and important tasks for a principal. This is necessary not only as a lead for the guidance of the pupils, but also as a means of determining the quality of education imparted in the school. As such it leads to reconstruction of the curriculum and improvement of methods. Guidance means to show the way. Dr. (Mrs.) Norton has stated the idea of guidance thus:

> "Back of this programme in secondary schools is a new and basic philosophy. Instead of fitting students into an inflexible programme planned to get them ready to pass rigid external examinations in traditional academic subjects, the idea is to plan varied school programmes, which take account of the students' varying abilities, interests, and vocational ambitions, as well as the present needs of the nation and of the local community"[1].

There were six statements under this sub-section indicating the responsibilities of the principal in this field. The following table shows the importance attached by various groups of respondents to these statements as criteria of good work of the principal.

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1. Dr. (Mrs.) Norton, M.A.: "Role of Guidance in Secondary Schools", Report of the Autumn Break Workshop on Educational Administration and Supervision, Department of Extension Service, C.I.E., Delhi, 1960, p.32.

TABLE - 16

Showing classification of statements regarding 'evaluation and guidance' under the heading "Responsibilities towards Pupils" as 'Important', 'Less Important' and 'Not Important'.

Scale	Responses of various groups in terms of percentages					Total responses of all the groups in terms of percentages
	Principals	Teachers	Parents	Ins-pectors	Mana-gers	
2	3	4	5	6	7	8
Important	76	80	88	80	84	81.6
Less Important	12	16	12	16	16	14.4
Not Important	12	4	-	4	-	4.0
Important	72	84	80	68	76	76.0
Less Important	20	12	20	28	24	20.8
Not Important	8	4	-	4	-	3.2
Important	68	72	60	52	76	65.6
Less Important	20	24	36	40	20	28.0
Not Important	12	4	4	8	4	6.4
Important	76	80	80	76	76	77.6
Less Important	24	20	20	20	24	21.6
Not Important	-	-	-	4	-	.8
Important	76	68	72	72	76	72.8
Less Important	16	32	28	28	24	25.6
Not Important	8	-	-	-	-	1.6
Important	64	64	64	68	96	71.2
Less Important	36	32	20	24	4	23.2
Not Important	-	4	16	8	-	5.6

All the statements have been marked important by a high percentage of each of the groups of respondents and their responses are fairly consistent. This shows the conciousness of

the respondents as to the responsibility of the principal
for organizing an effective programme of evaluation and
guidance.

(e) Discipline

There were three statements under this sub-section.
These statements lay stress on the responsibility of the
principal for developing such traditions in the school as
will socially shape the conduct of the pupils, for encouraging
constructive solutions of disciplinary problems and for
allowing teachers to deal with minor disciplinary problems.

Following table contains the responses of various
groups about the importance of these statements.

TABLE - 17

Showing classification of statements regarding 'discipline'
under the heading "Responsibilities towards Pupils" as
'Important', 'Less Important' and 'Not Important'.

Statement No.	Scale	Responses of various groups in terms of percentages					Total responses of all th groups in terms of percentag
		Princi-pals	Teachers	Parents	Ins-pectors	Mana-gers	
1	2	3	4	5	6	7	8
1.	Important	100	100	92	100	96	97.6
	Less Important	-	-	4	-	4	1.6
	Not Important	-	-	4	-	-	.8
2.	Important	96	92	76	84	80	85.6
	Less Important	4	4	24	12	20	12.8
	Not Important	-	4	-	4	-	1.6
3.	Important	92	84	92	100	100	93.6
	Less Important	8	16	8	-	-	6.4
	Not Important	-	-	-	-	-	-

The high percentage of reponses in favour of each
statement shows the importance of a principal's responsi-
bility in this area. The first statement has been
favoured by 100% each of the groups of the principals,
teachers, and the inspectors. It shows the faith of these
people in the positive means of discipline. It will also
show the importance of using positive means in dealing
with problems of indiscipline.

V.   Responsibilities towards Community

Many principals may be successful leaders of students
and teachers but take little or no interest in community
leadership. But with the attainment of our independence,
the responsibility of a principal towards the community
has greatly increased. Mrs. Sachdeva has expressed this
view thus:

> "More and more, however, in democratic
> Indian schools, principals should not only take
> some responsibility for community improvement
> but also seek to familiarize parents and other
> public-spirited citizens with the school programme
> and have them participate in it"[1]

Reber has very aptly described the responsibility
of a Secondary school principal towards community in the
following words:

> "The Secondary-school Principal of today,
> if he is to provide a sound educational programme,
> must show paramount concern for a need of community
> understanding, otherwise, his programme will fail
> to meet the objectives of a modern philosophy of
> education. The high school today is a vital part
> of the community - the focal point of its activities.

1.   Sachdeva (Mrs.) K.: "Leadership Role of Principals"
     Report of the Autumn Break Workshop on Educational
     Administration and Supervision. op. cit., p.24.

Without the support of the public, the school
can not function and the contribution which
public makes towards the school is in direct
proportion to its understanding"[1]

This shows the importance of this area of a

Principal's responsibilities.

The statements in this section are meant to serve
as criteria for judging as to how far a principal is
fulfilling his duties towards the community. The state-
ments include such activities as interpreting the school
to the community by inviting the parents to the school,
informing them about the progress of their wards, organization
of Parent Teacher Associations, organization of social and
cultural activities in the school and participation in
social functions etc.

The table given below shows the importance, the
respondents have attached to these statements.

TABLE - 12

Showing classification of statements regarding "Responsibilities
Towards Community" as 'Important', 'Less Important' and
'Not Important'

State-ment No.	Scale	Responses of various groups in terms of percentages					Total responses of all the groups in terms of percentages
		Princi-pals	Teachers	Parents	Ins-pectors	Managers	
1	2	3	4	5	6	7	8
1.	Important	68	72	68	76	68	70.4
	Less Important	28	28	24	20	24	24.8
	Not Important	4	-	8	4	8	4.8

1. Reber, D.D.: Quoted by Jacobson et al, op. cit., p.540

1	2	3	4	5	6	7	8
2.	Important	92	80	80	92	92	87.2
	Less Important	8	16	20	8	8	12.0
	Not Important	-	4	-	-	-	.8
3.	Important	88	84	88	100	80	88.0
	Less Important	12	12	12	-	20	11.2
	Not Important	-	4	-	-	-	.8
4.	Important	96	88	88	92	72	87.2
	Less Important	4	12	12	8	20	11.2
	Not Important	-	-	-	-	8	1.6
5.	Important	28	24	28	32	36	29.6
	Less Important	36	40	32	36	20	32.8
	Not Important	36	36	40	32	44	37.6
6.	Important	36	36	28	36	44	36.0
	Less Important	44	36	60	44	28	42.4
	Not Important	20	28	12	20	28	21.6
7.	Important	52	48	56	64	52	54.4
	Less Important	28	36	36	32	16	29.6
	Not Important	20	16	8	4	32	16.0
8.	Important	56	64	52	64	64	60.0
	Less Important	20	24	32	28	20	22.8
	Not Important	24	12	16	8	16	15.2
9.	Important	80	72	60	68	80	72.0
	Less Important	16	24	32	24	16	22.4
	Not Important	4	4	8	8	4	5.6
10.	Important	60	64	56	64	48	58.4
	Less Important	28	36	44	28	44	36.0
	Not Important	12	-	-	8	8	5.6
11.	Important	32	44	36	36	44	38.4
	Less Important	28	28	44	36	28	32.8
	Not Important	40	28	20	28	28	28.8
12.	Important	68	64	64	60	68	64.8
	Less Important	28	24	20	28	28	25.6
	Not Important	4	12	16	12	4	9.6
13.	Important	56	56	56	44	64	55.2
	Less Important	36	40	32	44	32	36.8
	Not Important	8	4	12	12	4	8.0

2	3	4	5	6	7	8
Important	96	92	84	100	100	94.4
Less Important	4	8	16	-	-	5.6
Not Important	-	-	-	-	-	-
Important	96	96	100	100	100	98.4
Less Important	4	4	-	-	-	1.6
Not Important	-	-	-	-	.-	-
Important	96	100	88	96	100	96.0
Less Important	-	-	12	4	-	3.2
Not Important	4	-	-	-	-	.8

All the sixteen statements except statements No. 5, 6 and 11 have been marked important by a high percentage of respondents, and the opinions of various groups are fairly consistent. The statements No. 14, 15 and 16 have been marked important by 100% of some of the groups. This suggests how essential it is for a principal, as well as for our educational system, to be above politics and religious bias.

The statements No. 5, 6 and 11 received a relatively low response in their favour. The statement No. 5 refers to the responsibility of the principal to visit the homes of the pupils. The principal, the teachers and the parents are consistent in their opinions about this statement. Only the inspectors and the managers have given more importance to it. But out of these two groups also only 32% of the inspectors and 36% of the managers have marked it important. This may be because the principals have so many other responsibilities that they find little time to visit the

homes of the pupils. The other reason of the low rating
of this statement as a criterion of good work of the
principal may be the large size of our secondary schools
where it is very difficult for the principals to perform
this duty. But occassional visits to the homes of the
pupils at certain social & cultural functions will be
helpful in developing closer relations with the community.

The statement No. 6 has also received a very low
response in its favour. This statement describes the
responsibility of the principals to organize parent study
groups. Thirty-six percent each of the principals, the
teachers and the inspectors have marked it important while
only 20% of the parents marked it important. This is
probably because we do not yet fully realize the responsibility
of our schools to educate the parents. Organization of
parent study groups will not only be helpful in educating
the parents but also in bringing the school closer to the
community. It should be the endeavour of the principal to
organize such study groups.

Statement No. 11 describes the expectation from the
principal that he should allow the community to use school
facilities and services like school-library and dispensary.
Of all the five groups of respondents the principals have
given the least importance to this statement. It may be,
perhaps, due to the administrative difficulties that the
principals did not favour this statement or it may also be

because our schools are so ill-equipped and their services,
like library and dispensary, so insufficient that they
cannot properly serve even the pupils. How can we serve
the community with insufficient provision of school
services?

VI. Responsibilities towards The Managing Body and The Department
of Education

This section deals with the responsibilities of the
principal towards the managing body and the Department of
Education. The sixteen statements in the section describe
the demands which the managing bodies and the Department
of Education make upon a principal. The following table
shows the percentages of respondents marking the statements
as important, less important and not important.

TABLE - 19

Showing classification of statements regarding "Responsibilities
towards Managing Body and Department of Education" as
'Important', 'Less Important' and 'Not Important'

Scale	Responses of various groups in terms of percentages					Total responses of all the groups in terms of percentage
	Princi-pals	Teachers	Parents	Ins-pectors	Mana-gers	
2	3	4	5	6	7	8
Important	36	52	44	16	72	44.0
Less Important	36	32	44	36	16	32.8
Not Important	28	16	12	48	12	23.2

5	6	7	8
100	88	96	96.0
-	12	4	4.0
-	-	-	-
64	80	88	76.8
28	16	12	20.0
8	4	-	3.2
92	96	100	96.0
8	4	-	2.4
-	-	-	1.6
60	92	76	76.8
36	4	24	20.8
4	4	-	2.4
80	96	96	91.2
16	4	4	8.0
4	-	-	0.8
92	100	100	96.0
4	-	-	2.4
4	-	-	1.6
100	100	100	98.4
-	-	-	1.6
-	-	-	-
40	76	56	57.6
44	16	40	33.6
16	8	4	8.8
96	92	92	92.0
4	4	8	6.4
-	4	-	1.6
88	96	96	90.4
8	4	4	8.8
4	-	-	.8
76	84	72	73.6
20	12	12	17.6
4	4	16	8.8

ble that all the statements

have been marked important by

.

quite a high percentage of persons in each of the five
sample groups and the opinions of the groups are fairly
consistent on these statements.

While the statement No. 1 is rated low in importance
by the principals, and the insepectors theteachers and the
parents stand some what midway as to its importance, as
high a percentage as 72 of the managers have marked it
important. This makes it clear that managers think it an
important duty of the principal to raise funds for the
school. The opinion of the inspectors is the opposite.
Only 16% of the inspectors think it an important duty, and
40% of them marked it as not important. Whatsoever may be
the present position of privately managed secondary schools,
it is desirable that the principals should be freed from
this duty of raising funds so that they may utilize their
time in some other useful work for the improvement of
teaching-learning programme.

On statement No. 9 the opinions of the parents and
the inspectors are divergent. Only 40% of the parents have
marked this statement as important and 44% of them have
marked it less important. Of the inspectors as many as 76%
have marked it important. Parents do not attach great
importance to a principal's duty in making various drives
initiated by the department a success. With the inspectors
it seems quite natural to attach great importance to this
duty as they are the reppesentatives of the department.

The principals, teachers and the managers seem to stand mid way on this point. However, it shows the need that department should initiate only those drives which are really useful to the pupils in some way. Too many drives have little to do with the education of the pupils. They create apathy towards drives and their carrying out may become a formality.

PART 'B'

Relative Importance of different Areas of a Principal's Work

This part of this chapter is meant to ascertain the relative importance of different areas of a principal's work. The relative importance of different areas may help in assigning due weightage to these areas of work in evaluating the efficiency of the principal.

The table given below shows the ranks assigned to the different areas of a principal's work by the different groups of the respondents. The final ranks which can be assigned to these areas on the basis of the ranks assigned by the different groups of respondents are shown in the last column of the table.

TABLE - 20

Showing ranks assigned by the various groups of respondents to the different areas of a principal's work.

Area of work	Ranks assigned by different groups					Final ranks
	Princi-pals	Teachers	Parents	Ins-pectors	Mana-gers	
1	2	3	4	5	6	7
1. Administrative Organization	I	I	I	II	I	I
2. Supervision of 'Teaching-learning' Programme	II	II	III	I	II	II
3. Educational Leadership and Human Relations	V	IV	IV	IV	IV	IV
4. Responsibilities towards Pupils	III	III	II	III	III	III

TABLE - 20 (continued)

1	2	3	4	5	6	7
Responsibilities towards Community	VI	VI	V	VI	V	VI
Responsibilities towards the Managing Body and the Department of Education	IV	V	VI	V	VI	V

On the basis of the contents of the above table it can be said that the most important area of a principal's work according to the opinion of the respondents is the 'administrative organization'. The next important is the supervision of teaching learning programme. The third area of work in order of importance will be the 'responsibilitie towards pupils' and so on.

But when we compare these results with the results obtained from the computation of ranks from the responses of part 'A' of the 'Tentative Criteria' we get almost a different picture. The following table shows the reaction of the repondents to each area as a whole.

TABLE - 21

Showing the reaction of various groups to each of the section of part 'A' of the 'Tentative Criteria' as a whole.

Scale	Possible responses of various groups in terms of percentages					Total possible responses of all the groups in terms of percentages
	Princi-pals	Teachers	Parents	Inspectors	Managers	
1	2	3	4	5	6	7

I. Administrative Organization

Important	75.5	74.9	68.4	72.5	77.0	73.7
Less Important	18.7	18.4	25.6	18.2	17.4	19.6
Not Important	5.8	6.7	6.0	9.3	5.6	6.7

II. Supervision of 'Teaching-learning' Programme

Important	73.0	72.0	66.0	68.3	77.7	71.4
Less Important	22.3	23.7	29.0	22.3	18.0	23.1
Not Important	4.7	4.3	5.0	9.4	4.3	5.5

III. Educational Leadership & Human Relations

Important	87.8	82.6	79.2	82.4	89.0	84.2
Less Important	11.0	16.6	18.4	14.0	9.4	13.9
Not Important	1.2	.8	2.4	3.6	1.6	1.9

IV. Responsibilities towards Pupils

Important	81.6	77.3	74.0	75.8	82.4	78.2
Less Important	15.1	19.1	22.7	19.5	16.2	18.5
Not Important	3.3	3.6	3.3	4.7	1.4	3.3

V. Responsibilities towards Community

Important	68.5	67.75	64.5	70.25	69.5	68.1
Less Important	20.5	23.0	26.75	21.25	19.0	22.1
Not Important	11.0	9.25	8.75	8.5	11.5	9.8

TABLE - 21   (continued)

1	2	3	4	5	6	7

VI. Responsibilities towards Managing Bodies & Departments

Important	84.0	78.7	77.7	84.7	86.7	82.3
Less Important	12.3	16.3	17.6	9.3	10.3	13.2
Not Important	3.7	5.0	4.7	6.0	3.0	4.5

On the basis of the percentage of responses in the columns, 'important', 'less important' and 'not important' for each area, we can assign ranks to these areas. These are shown in the table given below.

TABLE - 22

Showing ranks assigned to different areas of a principal's work on the basis of the reaction of the various groups to each of the areas as a whole.

Area of work	Ranks computed from the reaction of the various groups to each of the area as a whole					Final ranks computed from the collective reaction of all the groups to each of the area as a whole
	Princi-pals	Tea-chers	Parents	Ins-pectors	Mana-gers	
1	2	3	4	5	6	7
1. Administrative Organization	IV	IV	IV	IV	V	IV
2. Supervision of 'Teaching-learning' Programme	V	V	V	VI	IV	V

TABLE - 22 (continued)

1	2	3	4	5	6	7
3. Educational Leadership and Human Relations	I	I	I	II	I	I
4. Responsibilities towards Pupils	III	III	III	III	III	III
5. Responsibilities towards Community	VI	VI	VI	V	VI	VI
6. Responsibilities towards the Managing Body and the Department of Education	II	II	II	I	II	II

We see that the order of ranks thus obtained is now changed. These ratings indicate that the most important area of a principal's work is 'Educational Leadership and Human Relations'. The next important one is 'Responsibilities towards Managing Bodies and the Department of Education' and so on. However, the above table shows consistency in the opinions of all the groups of the respondents. The highest percentage of inspectors, however, favours the last area as most important, while the next high percentage of them has favoured the area No. 3.

There may be an objection against this approach in arriving at a conclusion as to the relative importance of different areas of a principal's work. The responses in part 'A' of the 'Tentative Criteria' showed the importance

of the statements as criteria of good work of a principal
and not the importance of the area of work itself. But
the statements, after all, described some activities under
a particular area of work. The more the number of
important activities under some area the more it is
important. On this ground we can say that collective
responses to all the statements under a particular area
will reveal the importance of the area as a whole also.

On the comparison of results obtained here from
two approaches to deciding the relative importance of
the different areas of a principals work it is difficult
to arrive at some final conclusion. It will require
further investigation and more accurate methods to decide
the relative importance of the different areas of work of
the principal.

For the present study the investigator will treat
all areas of a principal's work equally important as the
deficiency of the principal in any one area makes for
failure, as well as the importance of different areas of
work may vary according to the needs of the time and the
place. The uselessness of assigning weights to different
areas or different activities while evaluating a principal's
work has been maintained by Briggs in these words:

> "Moreover a weighted scale is valueless because
> there is no agreement on the weights that should be
> assigned to the several items and because the weights
> should certainly vary under different conditions at
> different times"[1]

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1. Briggs, T.M.: "A Self-rating Scale for the Principals"
   Bulletin of the National Association of Secondary School
   Principals. 27 December, 1943, p. 50.

PART 'C'

Suggestions from different Groups of Respondents

As has already been stated, some of the respondents
in the different groups have suggested some other statements
which, in their opinion, could be the criteria of good work
of a principal. In all 120 statements were suggested. Out
of these only 73 have been reproduced in Appendix - B of
this report as the rest of them were either overlapping or
were mere repetitions of the statements already given in
the 'Tentative Criteria'. Number in parentheses against
these statements indicate the number of persons who have
suggested them.

The importance of these statements does not lie in
the fact that they are altogether new or somewhat different
from the statements given in the 'Tentative Criteria'. Their
importance is also not warranted because they have been
suggested by a large percentage of respondents. Their
importance lies in the fact that they reveal, to some extent,
the demands which the various groups of respondents make
upon the principal. Suggestions of each group of respondents
are discussed below.

The principals have suggested some 18 statements.
These suggestions refer to the checking of accounts, time-
table, supervision of written work, harmonious working in
the school and discipline. As many as 3 statements deal
with the importance of his being a man above partisan
politics.

The teachers have suggested about 26 statements. Most of the statements refer to the various facilities to be provided to the teachers by the principal. These include facilities like the opportunities for further studies and help to solve their personal problems. Improvement of the library in all respects has been much stressed. Equal treatment to all the teachers and equalizing their working load have been repeated three or four times.

The parents have suggested as many as 35 statements. This shows the awareness of the parents of the responsibilities of a principal. The statements suggested by the parents mainly exphasize the good behaviour of the principal and his office staff towards themselves and their wards, facilities to the teachers, spontaneous discipline in the school, adequate use of material aids in teaching, vocational guidance, forming of old boys' associations and frequent visits by the principal to the ailing students. Great importance seems to have been attached to the development of wholesome human relationships in the school.

The inspectors have suggested near about 26 statements. In these statements emphasis has been laid upon regular verification and checking of accounts by the principal, carrying out the instructions of the department of Education, making provision in the time-table for suitable teachers to act as tutor-guardians of students and solving disciplinary problems by the proctorial board of students and teachers.

More importance is attached to his carrying out the various
instructions of the Department of Education and encourage
the boys for 'shramdan', 'self-help' and performing manual
labour. It seems natural for the inspectors that they
should emphasize the above points as they are the liaison
between the Department of Education and the Headmaster and
are responsible to the Department of Education.

The managers have suggested near about 16 statements.
They attach importance to seeing that the school library
is made useful for the community also and special concessions
in fee are awarded to poor and deserving players and sports-
men.

It will be seen from the above discussion that the
respondents, in their suggestions, have generally pointed
to the responsibility of the principal to develop wholesome
human relationships in the school, to keep the school above
partisan politics, to adopt positive means for maintaining
discipline, to have a helping attitude towards teachers and
to improve the school library.

The number of suggestions by the respondents also show
that there is large number of demands made on a secondary
school principal. He has to perform a good number of
responsibilities of varying nature. How successfully he
can perform them will, however, depend upon his efficiency.

CONCLUSIONS AND SUGGESTIONS

In the foregoing pages the opinions of the principals, teachers, parents, inspectors and the managers about the criteria of good work of a principal have been analysed and discussed. At places some suggestions have also been made. In this chapter the 'Evaluative Criteria' for evaluating the work of the principal, some important findings and suggestions for further research to which this study can lead, will be presented.

Evaluative Criteria

The evaluation of a principal's work should consider all his responsibilities. On the basis of the study the following criteria are suggested. The list is not exhaustive and all inclusive, but it includes important activities which are necessary for professional competence.

(A)   As a successful administrative organizer the principal should:

1.   be prompt in official correspondence;

2.   see that his clerical staff maintains the records properly and keep them uptodate;

3.   keep his teachers free from the office work as far as possible;

4.   see that the school time-table is operative on the opening day of the school;

5.   equalize the working load of teachers as far as possible;

6.   consult the teachers in preparing the time-table;

(B) <u>For effective supervision of 'Teaching-learning' programme the principal should:</u>

1. regularly pay visits to the class-rooms to acquaint himself with the learning situations provided to the pupils;

2. not interfere with the regular class work during his supervision visits;

3. inspire confidence and friendliness in the teacher by his attitude during these visits;

4. supervise not only class-room instruction but other activities of the school also;

5. give practical assistance to the teachers through his class visits;

6. regularly arrange demonstration lessons for the benefit of the teachers;

7. recommend suitable instructional material and professional books for use by the teachers and should see that those are provided in time;

8. hold teachers' meetings to inspire and stimulate them in their educational thinking;

9. use democratic ways of discussion in these meetings;

10. see that findings of research studies on 'instruction and learning' are made available to teachers;

11. help the teachers solve their problems through action research so that the school may progress.

(C) <u>To be an effective educational leader and to create conditions for wholesome human relationships in the school, the principal should:</u>

1. be ever ready to consider new ideas on education from others and should be willing to try out those which seem to be useful;

2. try to apply such new methods as are suitable to Indian conditions;

3. encourage teachers to experiment with new procedures and techniques of education;

4. keep in touch with the latest developments in the field of education;

5. be democratic in his relations with the teachers;

6. lead the teachers by example;

7. not favour any of the teachers unduly;

8. show by his actions that he has confidence in his teachers;

9. give proper recognition to the good work done by the teachers;

10. show in his dealings a real respect for the opinion of others and have a due regard for the feelings of others;

11. try his best to minimize all conflicts in the life of the school;

12. be ready to share with his co-workers the responsibility for any deficiency or weakness in the school programme;

13. provide all possible assistance to new teachers;

14. encourage and provide opportunities for the in-service education of teachers;

(D) To fulfil his responsibilities towards pupils the principal should:

1. see that provision for regular and thorough medical check up of the pupils is made;

2. see that equal opportunities are provided to all pupils under the physical education programme;

3. see that attention is paid towards the physical development of all pupils and not only to the production of winning teams or individuals;

4. develop a curriculum which provides experiences to meet the mental as well as physical development of the pupils;

5. see that curriculum provides experiences which inculcate healthy moral and ethical standards;

6.   see that curriculum provides ample opportunity for creative activities to the pupils;

7.   see that vocational subjects, appropriate to the community, are included in the curriculum;

8.   provide for a varied programme of co-curricular activities in the school to develop the different talents of all pupils;

9.   get the entire programme of co-curricular activities prepared cooperatively by teachers and pupils;

10.   see that all pupils are encouraged to participate in co-curricular activities;

11.   not use the co-curricular activities primarily to popularize the school or glorify his position;

12.   see that evaluation programme of pupils is a continuous activity;

13.   see that results of evaluation lead to a guidance programme;

14.   encourage teachers to construct their own evaluative instruments;

15.   see that pupils are assessed and guided before they choose different subjects for study;

16.   see that the school-leaver gets guidance on vocational choices;

17.   see that school provides for individual and personal guidance to the pupils;

18.   encourage constructive solutions for solving disciplinary problems of pupils met by the teachers;

19.   allow teachers to deal with cases of indiscipline and should himself deal only with cases of serious nature;

20.   develop such traditions in the school as will socially shape the conduct of the pupils.

(E)   To cultivate wholesome relations between school and community the principal should;

1.   encourage the parents of the pupils to visit the school frequently;

2. see that parents are cordially received when they visit the school;

3. regularly inform the parents of the progress of their wards;

4. encourage the parents to consult the teachers as well as himself on special problems of their wards;

5. visit the homes of the pupils, whenever possible, and ask the teachers to do the same;

6. organize parent-study-groups from time to time;

7. provide adequate facilities for the organization and proper functioning of the Parent-teacher Association in the school;

8. plan school programme with reference to the needs of the community;

9. encourage the use of community resources for vitalizing class-room instruction through excursions, field-trips, study of local history, etc.;

10. encourage and organize a social service programme to render public services;

11. organize social and cultural activities in the school to interpret the school programme to the community;

12. participate in the social and cultural functions of the community;

13. be above partisan politics and religious prejudices in organizing school programmes;

14. not allow the school to become a tool in the hands of any pressure group.

(F) To fulfil his responsibilities towards the Managing Body (in case of privately managed schools) and the Department of Education the principal should:

1. present the case of the school fully to the Department of Education for getting timely grant-in-aid, recognition for teaching new subjects and opening new sections when needed;

2. acquaint the Managing Body with the school programmes;

3. give proper advice to the Managing Body in the
selection and appointment of teachers;

4. regularly present to the Managing Body the accounts
of the school;

5. carry out the orders of the Department of Education
in time;

6. know the school-law well and should keep the school
in tune with it;

7. adhere to the Departmental rules;

8. submit such information about the school and its
programme in time as required by the Department;

Some other important findings

Apart from the formulation of criteria for evaluating

the work of the principals the investigator has arrived

at further conclusions regarding the general improvement

of the educational programme in schools:

1. Principals should be given a sufficient number of
clerks to keep accounts of finances and school
supplies so that they may devote more time to the
improvement of the teaching-learning programme.

2. Teachers should be given a minimum work of clerical
nature. This would add to their efficiency in the
actual work of teaching.

3. Students and teachers should be allowed to participate
in the preparation of the budget for extra-curricular
activities.

4. The person incharge of the school library should be
well acquainted with the class-room programme.

5. Principals and teachers of our secondary schools
should be oriented to action-research techniques
to help them to solve the class-room problems and
improve their methods and practices.

6. Medical check-up and physical education programme
should receive special attention in our schools
so that good health may insured to the pupils.

7. Schools should take initiative in getting the parents interested in education to enlist their support for carrying out their educational programme.

8. Schools must do something for the education of the parents through the organizations like parent-study groups.

9. Principals should not be expected to raise funds to finance the school programme. It will save their time and energy which could be used for other fruitful purposes.

10. Schools should be kept free from the influences of any sort of pressure groups - religious, political or social.

11. Principals and teachers should be above religious prejudices and partisan politics and should as far as possible not take active part in partisan politics even in their private life.

12. Principal should attach importance to the inculcation of ethical and moral standards in the pupils. This will minimise, to a great degree, the problem of indiscipline in our schools and will help in building the character of our students.

Suggestions for further research

1. Present study has attempted to evolve criteria for the evaluation of the work of principals with the co-operation of 25 each of secondary schools' principals, teachers, parents, inspectors and managers. For evolving these criteria a further study should be made with the cooperation of at least 100 persons each of the above groups as well as students and the teachers in the training colleges.

2. Separate studies should be made to evolve criteria for evaluating separate areas of a principal's work.

3. A study to investigate the personal qualities that a successful principal should have should be made.

4. A study to test the reliability and the validity of the criteria evolved in this study should be made.

5. Evolving a method of using these criteria for the evaluation of the principal will itself be very useful study.

6. It will be worthwhile to evaluate the work of some of the principals to determine the prevailing administrative practices in our schools.

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c lumn of 'Rank'.

Areas of work

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1. Administrative Organization

2. Supervision of "Teaching learning" programme.

3. Educational Leadership and Human Relations.

4. Responsibilities towards Pupils.

5. Responsibilities towards Community.

6. Responsibilities towards the Managing-body of the School and the Department of Education.

      Any other areas of Principal's work:

7.

8.

9.

10.

11.

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1. Your Name _____

2. Designation: (a) Principal
                   (b) Teacher
                   (c) Parent
                   (d) Inspector
                   (e) Member of Managing body of some School

                   (f)   (any other)

          (Please tick whichever is applicable)

3. Address: _____
                        _____

                        _____

APPENDIX - B

List of statements added by the various groups of respondents to the 'Tentative Criteria'.

Statements suggested by the Principals

1. He should also see that the office does not become the teachers' room.   (1)

2. He should check up accounts regularly and should have administrative control over his office employees.   (2)

3. He should see that the time-table is impartial and just to all teachers and in the best interest of teachers.   (1)

4. He should regularly supervise the written work of the pupils.   (1)

5. He should think that all his subordinates are members of the same family with himself as head of the family.   (1)

6. He should see that the discipline is automatic and not forced.   (1)

7. He should impress upon the teachers very frequently not to pass on their mutual differences to students.   (1)

8. He should always try to find out the causes of differences among teachers and among students and remove them at the earliest.   (1)

9. He should not allow his boys to form processions for the various parties.   (1)

10. He should not allow the ruling party to influence his institution.   (1)

Statements suggested by the Teachers

1. He should also see that the office should be polite to the teachers.   (1)

2. He must allot periods according to the nature of a subject.   (1)

He should go to the classes in the casual arrangements of the teachers on casual leave to assess the work of the teachers. (1)

Sealed tenders should be invited and must be opened in presence of the teachers as well as the office clerk. (1)

He should inquire whether boys make the best use of their library books. (2)

He should see that the school library is made up-to-date with the proper purchases of periodicals, revised edition of books and the books on current topics. (2)

He should also see that the teachers do not have many books with them and thus rob the students from their use. (1)

He should maintain a news-board and in charge reading room should write on it daily about main headings of happenings so that interest in newspapers arises among the students. (1)

He should see that the teachers have no such difficulties which may be removed by his efforts i.e. renting a suitable house and other facilities. (1)

He should encourage his teachers for higher studies so that the knowledge of the teachers and taughts may increase. (1)

He should give charge of the games to such a teacher whom the students love and respect and have full confidence in him. (1)

He should see that the coordination of syllabus in different classes is planned in his institution by local condition where necessary i.e. U.P. there is no coordination in syllabuses of VIII & IX.

The principal should ever be alert about the mutual differences amongst the teachers and amongst the students. (1)

He should find out the right causes of the differences and remove them at the earliest. (1)

The principal should try to create a family
atmosphere in the school. He should act in
the true spirit of a head of a family.   (1)

The principal with his staff should set a
good example of discipline by their own actions. (1)

Statements suggested by the Parents

He should see that the office staff is courtious
and polite in dealing with the parents and
guardians.   (1)

He must point out the defects of the teachers
such as coming late to the school, going late
to the classes and preparation of registers in a
meeting in a general tone and never so far as
possible particularise them.   (1)

He should first set his own example before the
teachers.   (1)

He should see that the office should help him in
maintaining good relations with the parents of
the boys.   (1)

He should be always ready to defend his subordi-
nates from extranous offensive whether of Education
Department or other agencies.   (1)

He should make the time-table in such a way
that the students may get every facility in
getting optionals of their own tastes.   (1)

He should see that the classes may not be left
without the arrangement so as to create adminis-
trative and disciplinery botherations.   (1)

He should allot sufficient funds for library,
teaching aids and games material.   (1)

He should arrange for the supply of books in
consultation with the teachers and according
to the standard of the pupils.   (1)

He should see that students may get games material
as per their tastes.   (1)

He should arrange that the students get their
necessary articles supplied to them through
cooperative society at fair prices.   (1)

The seats both for teachers and students should
be well arranged in the class room.   (1)

He should see that the proper decoration exists
in all class-rooms so that they may develop
aesthetic taste in boys and also create good
and helpful atmosphere for teaching of various
subjects.   (1)

Proper supply of Newspapers and periodicals
may also be arranged so that the boys may get
acquainted with the world around.   (1)

He should always keep in mind, behave and impress
upon the teachers that he is of the opinion that
all teachers are themselves a responsible man and
they do feel their responsibility and they do act
according to that.   (1)

For the help of untrained teachers he should
arrange for the help of senior trained teachers.   (1)

While visiting a class-room he should see that
the teachers take black-board and teaching aids.   (1)

He should always back his teachers against
public and students.   (1)

He should treat the inmates of the hostel like
his children during their illness and should
immediately inform their guardians about their
illness.   (2)

He should pay visits to the ailing boys and
show sympathy to them.   (1)

He should see that the boys offering vocational
subjects are not required to incur extra expendi-
ture beyond their means.   (1)

He should see that outgoing boys get guidance
and help from the school and for that purpose
he should encourage old boys associations.   (1)

He should inculcate discipline among the boys
by example and not by precept.   (1)

He should see that he or the teachers do not
make the boys pawns in their own game of
politics.   (1)

Statements suggested by the Inspectors

He should be particular in signing the school
account registers everyday and verifying the
cash in hand as well as the bank balances in
the pass-books himself.   (1)

He should make occassional inspection of the
school office and get the fee collection receipt
books checked and verified from entries in
corresponding registers.   (1)

He should make provision in the school time-table
for suitable teachers to act as tuitor guardians of
students residing in their neighbourhood.   (1)

He should see that the class-rooms are airy
and proper light arrangements are made wherever
necessary.   (1)

He should make use of the self-help-squad of the
school for construction of approach roads to
school.   (1)

He should see that the library is well equipped
with the useful books.   (1)

He should see that a trained hand is employed
as a librarian.   (1)

Demonstration lessons should occassionally be
arranged.   (1)

He should act to be above all vices to command
respects of students and teachers and should
treat them in such manners as to make him self-
loved by them instead of being feared by them as
police inspectors.   (1)

He should see that prompt redress is available
to agrieved teachers.   (1)

He should see that the students are divided into
convenient groups and each group is placed in
charge of some teachers preferably in the neighbour-
hood to act as guardian tutors of their respective
quarter groups.   (1)

He should ask class teachers to maintain
monthly progress charts in respect of each student
of class.   (1)

He should see that co-curricular activities are
not merely functions in a routine but are
purposeful activities.   (1)

He should arrange for the election of student
advisory committee to help him in maintaining
discipline.   (1)

He should form a proctorial board consisting
of teachers and students of each class to deal
with disciplinary problems.   (1)

He should not be responsible to the managing
committee in the matters of the control and
management of the boys fund such as the games
fund, examination fund, mid-day meals fund, Audio-
visual fund and poor boys fund etc.   (1)

Statements suggested by the Managers

He should supervise the work of teachers and
clerks working under him.   (1)

Everything that emanates from the school office
and goes to authorities must be carefully looked
into by the principal himself.   (1)

He should see that the teachers are allowed
latitudes to adjust to the needs of the pupils
and the requirements of the subjects to be taught.(1)

He should purchase all educational supplies in
sufficient amount in the beginning of the session.(1)

He should see that the school building is situated
in peaceful surroundings and the principal's
residence, the hostel, and the dispensary, etc.
should be situated in the school compound.   (1)

The principal should see that the school library
is made useful for the community also.   (1)

He should see that the special concessions in
the fees and other facilities are provided to
deserving players and sportsmen.   (1)